

## **II. FINDINGS AND RECOMMENDATIONS**

The following section combines background information provided by various government agencies with recommendations made by each of the committees.

### **A. Economic Development**

At the heart of Dundalk's traditional employment base is the marine terminal. The public and private marine terminals known as the Port of Baltimore contribute substantially to employment, income, and tax revenue for the region and for the State of Maryland.

Periodically, the Maryland Port Administration studies the economic impacts of the operations of the Port of Baltimore on the Baltimore region and the State of Maryland. This most current effort updates and refines a previous analysis based on 1992 data. The current revision uses 1998 data and identifies a broad range of employment and financial impacts.

The major economic impacts measured in the 1998 study are as follows:

**Approximately 126,700 jobs in Maryland are associated with the cargo and vessel activity at the port.**

- 17,700 are direct jobs generated by activities at the Port,
- 11,300 are induced jobs, (jobs supported by the local purchases of goods and services by direct employees). These jobs would be lost in the short term if the direct jobs were lost.
- 14,600 are indirect jobs (jobs supported by the business purchases of the employers who create the direct jobs). These jobs, too, would be lost in the short term if the direct jobs were lost.
- The remaining 83,100 Maryland jobs are related to activities at the Port. These jobs are with the firms importing and exporting cargo through the Port of Baltimore. If the Port of Baltimore were not available to them, these employers would suffer an economic penalty over the longer term, but might survive by shipping through another port.

**The MPA terminals account for approximately 5,200 direct jobs in the handling of general cargo such as containers, automobiles, other roll on--roll off cargo, forest products and other breakbulk cargo.**

**The privately owned and managed terminals account for 9,700 direct jobs in the handling of bulk commodities such as coal, ores, grain steel and liquid bulk.**

**Approximately 2,800 direct jobs are in positions that cannot be allocated to a specific commodity.**

**The Port of Baltimore is a major source of personal and business revenues in the State of Maryland.** (Note: the following figures are not additive.)

- The Port generated \$1.4 billion in business and federal government revenues in 1998. Included in this figure are U.S. Customs Service collections of \$370.8 million.
- The Port was responsible for \$1.8 billion in personal wage and salary income.
- Local purchases by businesses directly dependent on port activity amounted to \$382 million.

**Activities of the Port generated state, county and municipal taxes of \$286.3 million.**

Since July 1, 1997, the GDA has accommodated a number of new business prospects, resulting in the relocation of new companies and expansion of existing businesses. These companies include Bethlehem Steel, Veritas Capital, Mr. Fish, and B&B Welding. (See Appendix D for more detail.)

The most impressive recent economic development success in the GDA is the North Point Enterprise Zone. The enterprise zone provides state tax credits for development and employment and has been a successful tool for encouraging new and existing industries to invest in job creation and capital improvements. The following figures demonstrate how businesses and jobs have grown since the zone was established.

**North Point Enterprise Zone Activity (Since December, 1995)**

67 Companies visited, 58 surveyed

20 Companies qualified to date

**Companies Expanding:**

Total Investment in Real Property	\$ 73,850,000
Total Investment in Machinery and Equipment	\$ 156,975,000
Total Added Employment	379

The April 3, 1995, Lesser Report, commissioned by the Eastern Baltimore Area Chamber of Commerce (EBBACC) to focus on economic development strategies for the east side of the county and the city, is entitled "Economic Development Strategic Planning for Eastern Baltimore County and City." The report provides useful data, notes the strengths and weaknesses of the area and makes specific recommendations for strengthening economic development. Strengths include the location, existing infrastructure, and work force. Weaknesses noted are a predominance of businesses in manufacturing, a declining sector of the U.S. economy; an aging workforce with outdated skills and a younger workforce without as strong a work ethic as previous generations; and a perception by local residents that this part of the county and the city is a "dumping ground" for unwanted land uses.

The economic development strategy recommended is to "focus community, political, education, infrastructure, and assistance on those industries which are most likely to create new jobs or maintain and improve existing jobs in the area." The study assumes that "short-term job growth

and long-term quality of life issues must go hand-in-hand." Important goals include improving residents' enjoyment of the water and increasing tourism. Marketing the waterfront's current strengths and targeting the waterfront for future enhancement are also part of the strategy to accomplish these goals. Some of the specific suggestions include:

- setting up a water taxi service to Hart-Miller Island;
- establishing "day slips" at Rocky Point Golf Course to increase boater access;
- providing better links between the marinas and parks;
- establishing more waterfront restaurants and retail businesses;
- identifying and building more boat launch locations; and
- improving the appearance of the waterfront from the water.

The long-term strategy may include the development of tourist-serving facilities.

Some of these recommendations are part of the Eastern Baltimore County Revitalization Strategy and the Essex-Middle River Community Conservation Plan.

The Lesser Report also provides comments on specific industries. It recommends studying the impact of the steel industry on the area and suggests that Bethlehem Steel and other major employers purchase from local suppliers and support the promotion of "niche" products such as home construction materials. Environmental technologies have the potential to become a significant industrial growth sector. This area recently gained importance because of the passage of state brownfields legislation that gives incentives for the clean-up of vacant or underdeveloped industrial sites in Maryland. The report also recommends the expansion of "back office" functions (such as data processing and claims analysis) and warehouse/distribution activity in locations in parts of the southeast area of the county and the city.

A focus group of business people convened in 1997 raised several issues:

- Improve the image of Dundalk. Because people do not pass through the community to other locations, their impression of Dundalk is based on what they hear or read. Impressions are difficult to change once they have been formed.
- Improve the public schools.
- Address the high percentage of youth crimes (almost a third of property and violent crimes), as well as the loitering by students in area business establishments.
- Provide quality senior housing like Oak Crest Village in order to address the needs of the growing elderly population.
- Advocate for the placement of government services in the GDA to increase the number of area shoppers. The amount of retail space has remained the same over the last 30 years, but the population and incomes in the area have declined.
- Provide increased code enforcement.
- Convene focus groups for implementing the Dundalk plan. The purposes of these groups would include talking to workers at Bethlehem Steel about their shopping habits and desires,

- Discussing issues with youth, and surveying those who have moved out of the area in recent years to determine their reasons for leaving.
- Recognize that the pride of present and former residents is important. A vibrant Old Dundalk Village symbolizes this pride. The acquisition of the Todd House will be a positive step in increasing the historic value of Dundalk.

## **COMMITTEE RECOMMENDATIONS**

### **Support industrial development.**

#### **Participate in efforts to promote a strong marine terminal.**

Baltimore County should continue to participate in a multi-jurisdictional study of the Port of Baltimore to guide infrastructure planning, environmental resolutions, and site development issues, as recommended by the Governor's Port of Baltimore Land Use Committee. Other recommendations of this committee include establishing a Port Development Authority to facilitate economic development and developing a regional marketing focus for the Port and its connections to land-based commerce and housing. Baltimore County should also support the recommendations to survey private port uses, to "create an inventory of underutilized and developable property that is not needed by the MPA for its own future uses," and to "create a fund to provide for demolition and site improvements of property that otherwise could be developable."

#### **Move aggressively to develop the Sparrows Point Business Park.**

Since the 1980's, the Eastern Baltimore Area Chamber of Commerce (EBACC) and other groups have advocated that Baltimore County move forward quickly to develop the surplus manufacturing land at Bethlehem Steel, Sparrows Point. Businesses with symbiotic relationships with industries in southeastern Baltimore County should be encouraged to develop these parcels of land. Such development will strengthen existing local businesses and provide new jobs and tax base in Dundalk and the metro area. If they are suitable, those parcels located in close proximity to the community should be considered for recreational uses; other parcels should be designated for light manufacturing or office uses. The facilities in Holabird Industrial Park should serve as examples of what is acceptable to communities.

#### **Expand private docking where physically and environmentally feasible.**

Private docking facilities in Baltimore City are tremendous revenue enhancers, particularly those facilities which include "free trade zone designation." Taking into account any environmental constraints, the county should evaluate the desirability and feasibility of deepening the channel to Penwood Wharf to encourage its development by a private or public sector entity. As economic expansion is considered, it is important to keep in mind that good water quality is important to promoting the tourism industry in the southeast, and any consideration of dredging should take this factor into account. This valuable natural asset should not be squandered.

## **Strengthen workforce and career development initiatives.**

### **Participate in workforce development initiatives for southeast Baltimore County and City.**

Trends in the social and economic environment have created problems for both employers and workers. Rapid technological changes and shortcomings in academic performance in a number of schools have left many urban residents without the tools to compete in the labor market. As a result, many motivated individuals are jobless and many employers lack qualified workers. The Education Committee addressed this issue in its recommendations.

Several initiatives are already in place:

- Baltimore County has cooperated with the State of Maryland in joining the state's Unemployment Office and the county's Office of Employment and Training at the Eastpoint Mall. This combination of resources is helping job seekers.
- A partnership between Sollers Point/Southeastern Technical School and several businesses in the area is addressing the issue of technical skills and certifications for positions such as machinists. However, more cooperation between educators, job placement counselors, economic development professionals, job trainers, and employers should be promoted. In addition, much of the training available is still based on a traditional collegiate model. Some of the training programs are located in Catonsville, which is not in proximity to the traditional manufacturing hub of the southeastern Baltimore area.
- The Dundalk campus of the Community College has been working with the public schools on a Careers Connection program to determine strategies for encouraging high school students to attend community college rather than end their education with high school diplomas. (See the Education Committee recommendations for more details.)
- Jubilee Jobs, a non-profit group in the southeast part of Baltimore City, is beginning a program called the Good Work Partnership. This group is addressing the problems of unemployment, work force education, and the lack of a skilled work force for employers by bringing together all the stakeholders in work force development connection building and system making. Baltimore County government and the GDA communities should help to establish and work with this coalition of employers, trainers, educators, government agencies, and community-based organizations. This alliance will research where gaps exist and design work force development systems that both help employers find skilled workers and provide workers with first-class technical skills in growing sectors of the economy.

## **Promote commercial revitalization.**

**Strengthen the Dundalk Village Shopping Center by cooperating with the owners in marketing space and by moving forward on Phase II of the streetscape project.**

Dundalk Village is both a county revitalization area and a national historic district. All efforts should be made to strengthen the area as a retail center. The relatively small size of the available sites and the area's historic designation are perceived as barriers to redevelopment. However, if the area is marketed to businesses as a specialty shopping center (as has been done in Catonsville or Ellicott City, for example), the small storefronts and the historic character can be seen as an asset. In addition, businesses can take advantage of both Baltimore County business redevelopment incentives and historic district tax credits.

One recommendation for moving in this direction is to conduct a visioning session or planning charette that would allow all interested parties in the business and residential communities to create a vision for the future of the center. This vision would relate to both the ideal mix of uses and the physical improvements planned for the streetscape enhancement.

Funding has been allocated for Phase II of the Dundalk Village streetscape project in an upcoming budget. With very few vacancies at the Dundalk Village Shopping Center, the implementation of Phase II should be considered as a means to keep the center viable. Regular maintenance of the original streetscape project is being done in partnership with the owners of the center to protect the initial investment completed in 1989. Parking remains an issue, and identification of additional parking areas continues. Adding parking on Dunmanway between Shipping Place and Trading Place is a way to replace the deteriorated curb and gutters along this stretch, and make the area safer for pedestrians. Tying the east and west sides of Dundalk Avenue together through design and working with business and property owners to upgrade the buildings on the east side of the road would also enhance the Village Center.

While the shopping center may never contain the number of retail businesses it once did, other options exist. Office uses will continue to bring shoppers and vitality to the area. Recently, the Chamber of Commerce, along with local elected officials, encouraged Bell Atlantic to extend its fiber optic capability to encourage the relocation of a back office operation to Dundalk Village. The owner of the shopping center has made a major commitment to the improvement of the property to accommodate this new business. In addition, government should make efforts to retain and expand service locations in or near the Village to bring shoppers into the area. This issue is discussed further in the Physical Development section of the plan, which recommends an analysis of the use of all government buildings in the GDA.

#### **Promote tourism.**

As mentioned by a citizens' advisory group giving input to the Master Plan 2010, Baltimore County should take advantage of its waterfront to attract tourists and bring a larger portion of the region's tourism business to the area. Strategies for stimulating waterfront tourism include: upgrading the appearance and image of the waterfront; promoting public parks and other waterfront destinations; enhancing county parks and park programs; encouraging the

development of interesting new recreational and commercial waterfront destinations; establishing links among waterfront destinations; and enhancing land and water access to the waterfront.

- Wider use and enjoyment of Baltimore County's waterfront can lead to increased investment in the waterfront area, which in turn would stimulate the area's economy. The county should investigate marketing and promoting the waterfront to encourage citizens to visit the waterfront.

Travel to and from leisure destinations contributes to leisure enjoyment. Additionally, multiple destinations create a critical mass to attract visitors. It is important to develop physical and thematic links among places, which can be reached by land and/or water.

The Economic Development Committee recognizes that one of the recommendations in the Lesser Report included expansion and promotion of tourism and water-related development on the North Point Peninsula. Several positive recommendations have been put forth with regard to the development of this industry.

State funds have been set aside for building a gated road to offer access to North Point and Fort Howard Parks. Phase 2 of the funding will build a visitor center and office. This initiative will certainly improve access to North Point State Park and its amenities and will help to boost tourism in the area. The state should move forward expeditiously to improve the "Haul Road." Bike trails should be a part of the development of this road.

The Todd House is a significant historic property on North Point Road. Keeping it in public hands would complement the efforts of the state tourism office to make Maryland a national educational and resource center for the War of 1812. The Eastern Baltimore Area Community Development Corporation has prepared a business plan for the renovation of the Todd House for use as an educational interpretive site. The Todd House, combined with North Point State Park and Fort Howard Park, could provide a major attraction for visitors to the Dundalk/North Point area and benefit local trade. If the Todd House project is considered feasible, the state should move ahead to acquire this property. The county administration decision to provide funds to stabilize the building will help make this project a reality. Keeping the building from deteriorating will allow for development and the building of an endowment. With initial state and county funding, a private sector organization could conceivably support the institution without additional government money. This organization could become the vehicle for promoting tourism in the area.

The North Point Peninsula has few public or private facilities for the launching or docking of boats and other watercraft. As part of the initiative to promote tourism, the county should either fund more public facilities or encourage a private organization to develop such facilities.

The Rocky Point Waterfront Golf Course continues to be a tremendous success. County officials should consider the North Point Peninsula for a similar public or private facility.

## **B. EDUCATION**

The Education Committee was composed of a cross-section of citizens and educators, including the president of the County School Board; the assistant superintendent for the southeast area; the president of CCBC: Dundalk; the manager of the North Point library; two school principals; a day care center director; a representative from the Eastern Baltimore Area Chamber of Commerce; and parents, students, and other citizens.

### **Public Schools**

Thirteen public elementary schools, four middle schools, and three high schools, as well as the Sollers Point/Southeastern Technical School, serve the Greater Dundalk area. The Battle Monument and Southeastern Special Schools also serve area residents. (See Map 3 in Appendix E which shows the location of all the schools.) Patapsco High School has a performing arts magnet program, and Sparrows Point High School has a magnet program for environmental studies that began in 1998. Sollers Point/Southeastern has an award-winning vocational program. In addition, CCBC: Dundalk is an important facility that serves Dundalk and other areas.

The Maryland School Performance Assessment Program (MSPAP) is the standard by which student performance is rated. According to the school system, the key factors in test performance are the quality of instruction and leadership. However, student achievement is affected by other factors beyond the instructional program. These include student mobility (number of students who move in and out of a school during the academic year); teacher longevity and turnover; and the percentage of students receiving free and reduced lunches. None of these factors alone explains variations in performance. For example, Colgate and Grange Elementary Schools had similar student mobility rates of 16% and 18% respectively in 1996-97, yet Grange was a top performing school and Colgate's performance was moderate to poor. Nonetheless, a high student mobility rate requires some attention from the entire community, as well as the school system. Sandy Plains Elementary had the highest student mobility rate in Greater Dundalk, 33%, in 1997-8.

Table 1 shows the percentage of free and reduced lunches, the percentage of minorities, and the student mobility index (the percentage of students enrolling or leaving the school each year) for each of the schools in the greater Dundalk area. The county average for elementary school students receiving free and reduced lunches in 1997-8 was 32% and 28% for middle schools. For mobility rates, the average was 23% for elementary schools and 24% for middle schools. Many of the schools with high percentages of students receiving free and reduced meals (over 45%) also showed high mobility rates (over 25%). The schools in this category were Dundalk, Logan, and Sandy Plains Elementary Schools and Dundalk Middle School.

The minority population in Greater Dundalk is relatively low. Only Logan Elementary and Dundalk Middle were at or above the county average (34% vs. 34% and 31% vs. 32%, respectively). Area schools with minority populations of over 10% are Dundalk, Eastwood, Logan, and Sandy Plains Elementary Schools; Dundalk Middle School; and Dundalk High School.



Mirroring the trend throughout the county, school test scores on the MSPAP have been improving in many of the area schools over the last few years, most notably at Grange and Sandy Plains Elementary Schools and Holabird Middle School (see Table 2). However, with the exception of Battle Grove and Grange Elementaries and Holabird Middle School, the scores on the MSPAP were below the county average in 1997. Scores on the 1997-8 California Test of Basic Skills (CTBS) were at or above the county average at Bear Creek (2<sup>nd</sup> Grade), Grange and Norwood (4<sup>th</sup> Grade) (see Table 3). None of the middle schools scored at or above the county average. No reliable test scores are available for high school students. Some of the schools with the highest percentages of students receiving free and reduced meals and student mobility rates tend to have lower test scores.

Some schools are reported to have high turnover rates of teachers each year. The only way to quantify this perception is to gather information from each school on the number of transfers requested and granted and the number of new teachers entering each year.

The southeast region had the third highest percentage of teachers in the county (classroom and special area teachers) during the 1997-8 school year with fewer than five years of experience. While this data does not directly address teacher turnover, it points to the issue of faculty longevity.

#### Percentages of Faculty with Fewer Than Five Years of Experience by Area, 1997-98

Southwest	31
Northwest	28
Southeast	27
Northeast	21
Central	16

Table 4 shows this information for each of the schools in the study area. Those schools with the highest, increasing percentages of teachers with fewer than five years of experience during the 1996-99 period were: Bear Creek and Logan Elementary Schools, and Sparrows Point Middle School. Elementary schools with low percentages were Charlesmont and Chesapeake Terrace.

School capacity is another issue that was evaluated. The middle and high schools have adequate capacity, but a few of the elementary schools are over their capacity -- Berkshire, Dundalk, and Norwood. Appendix F shows school capacity and current and projected enrollment figures.

One final statistic is the dropout rate in high school. The state standard for those leaving high school before graduation or before completing an "accredited program" is 3% or less, with a rate of 1.25% earning a jurisdiction or a school an "excellent" rating. In 1990, the dropout rates were close to 5% in Baltimore County. Since then, several alternative schools have been established, so that the overall county dropout rate was 1.49% in 1996 and 1.25% in 1997. This last figure compares to a state average of 4.66%; many counties do not have an alternative schools program like the one in Baltimore County. All three high schools in the GDA had dropout rates of less than 0.5% in 1997.

**TABLE 1**

	1997 - 98 School Year		
	<b>% Free and Reduced Meals</b>	<b>% Minority</b>	<b>Mobility Index</b>
<b>Elementary Schools</b>			
<b>County Averages</b>	<b>32</b>	<b>34</b>	<b>23</b>
Battle Grove	36	6	16
Bear Creek	30	4	17
Berkshire	43	3	24
Charlesmont	35	6	16
Chesapeake Terrace	23	2	15
Colgate	50	9	24
Dundalk ++	64	32	34
Eastwood Center +	30	11	11
Edgemere	33	9	22
Grange	34	4	16
Logan ++	53	34	26
Norwood	39	7	17
Sandy Plains ++	64	15	33
<b>Middle Schools</b>			
<b>County Averages</b>	<b>28</b>	<b>Middle/High: 32</b>	<b>24</b>
Dundalk	51	32	30
General Stricker	37	7	27
Holabird	37	3	22
Sparrows Point	26	5	23
<b>High Schools</b>			
<b>County Averages</b>	<b>18</b>	<b>Middle/High: 32</b>	<b>25</b>
Dundalk	26	16	37
Patapsco *	19	7	28
Sparrows Point **	17	6	24

\* Magnet Program: Patapsco High School & School for the Performing Arts

\*\* Magnet Program in environmental science, beginning 1998-99

+ Magnet School (mixed ages)

++ Title I Schools (eligible for additional federal funds)

**TABLE 2**

**Maryland State Department Of Education  
1993-1997 MSPAP Composite Index (C1) Comparison  
(% of student tests that are satisfactory)**

<b>Elementary Schools</b>	<b>1993</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>
<b>County Average</b>	<b>35</b>	<b>38</b>	<b>42</b>	<b>43</b>	<b>47</b>
Battle Grove	33	52	45	33	50
Bear Creek	27	28	30	36	41
Berkshire	30	31	36	24	35
Charlesmont	24	22	27	26	36
Chesapeake Terrace	44	34	57	50	33
Colgate	24	47	28	25	31
Dundalk	25	26	28	22	28
Edgemere	19	23	33	30	32
Grange	27	30	31	44	53
Logan	14	29	24	26	20
Norwood	28	29	37	33	44
Sandy Plains	18	19	33	26	25
<b>Middle Schools</b>					
<b>County Averages</b>	<b>35</b>	<b>43</b>	<b>46</b>	<b>48</b>	<b>50</b>
Dundalk	25	35	44	30	36
General Stricker	37	34	40	33	45
Holabird	29	34	37	45	51
Sparrows Point	31	40	35	37	37

**TABLE 3**

**Baltimore County Public Schools  
Standardized Reading Test Scores (CTBS), 1996-7, 1997-8**

	1996-7	1997-8
<b>Elementary Schools</b>	<b>Grade 2</b>	
<b>County Percentile</b>	<b>51</b>	<b>51</b>
Battle Grove	40	47
Bear Creek	45	51
Berkshire	35	45
Charlesmont	31	45
Chesapeake Terrace	51	51
Colgate	35	43
Dundalk ++	40	31
Eastwood Center +	31	34
Edgemere	35	48
Grange	40	50
Logan ++	35	39
Norwood	45	46
Sandy Plains ++	40	45

<b>Elementary Schools</b>	<b>Grade 4</b>	
<b>County Percentile</b>	<b>55</b>	<b>50</b>
Battle Grove	27	28
Bear Creek	44	45
Berkshire	44	32
Charlesmont	44	36
Chesapeake Terrace	44	44
Colgate	33	38
Dundalk ++	29	38
Eastwood Center +	38	53
Edgemere	41	40
Grange	50	50
Logan ++	33	32
Norwood	38	51
Sandy Plains ++	27	32

<b>Middle Schools</b>	<b>Grade 8</b>	
<b>County Percentile</b>	<b>56</b>	<b>52</b>
Dundalk	41	35
General Stricker	49	47
Holabird	41	49
Sparrows Point	36	42

**TABLE 4****Faculty with Fewer Than Five Years Experience, School Years 1996-7, 97-8, 98-99**

<b>Name</b>	<b>Total (98-99)</b>	<b>Total &lt;5 yrs. exp. (98-99)</b>	<b>Percent total &lt; 5 yrs. exp. (98-99)</b>	<b>Percent total &lt; 5 yrs. exp. (97-98)</b>	<b>Percent total &lt; 5 yrs. exp. (96-97)</b>
Battle Grove	20	10	50	35	33
Bear Creek	32	16	50	44	41
Berkshire	26	8	31	33	40
Charlesmont	33	11	33	18	13
Chesapeake Terrace	18	5	28	20	15
Colgate	21	8	38	45	52
Dundalk Elem.	43	17	39	31	33
Dundalk Middle	42	17	40	36	37
Dundalk High	80	15	19	17	18
Eastwood Center	16	5	31	40	46
Edgemere	27	11	41	32	39
General Stricker Middle	66	17	26	30	24
Grange	28	8	29	35	37
Holabird Middle	53	18	34	37	29
Logan	38	17	45	44	41
Norwood	34	11	32	35	38
Patapsco High	78	21	27	22	20
Sandy Plains	43	15	35	35	40
Sparrows Point Middle	29	13	45	42	33
Sparrows Point High	41	10	24	21	17
<b>County Average</b>	<b>-</b>	<b>-</b>	<b>35</b>	<b>34</b>	<b>32</b>

Source of Tables 1, 2, 3, and 4: Baltimore County Public Schools

### **Community College**

Dundalk Community College was founded in 1971 as one of three separate community colleges in Baltimore County. In 1995, the three colleges were brought together as the Community College of Baltimore County system under a newly created Chancellor position. In 1998, additional legislation was passed that merged the three colleges into one, with each of the formerly separate colleges becoming a campus within the Community College of Baltimore County (CCBC).

As a campus of the Community College of Baltimore County, CCBC: Dundalk will remain comprehensive, offering transfer, career, and developmental education programs, as well as continuing education courses and programs. Each of the campuses will also recognize and develop curricular focal points, with Dundalk's emphasis clearly falling within the career education area, particularly in industrial and technical programs.

The Dundalk campus serves a diversity of people and geographic areas. Following are some statistics for five-year intervals since 1985.

	<b>Spring 1985</b>	<b>Spring 1990</b>	<b>Spring 1995</b>
<b>Total Enrollment</b>	<b>3050</b>	<b>3319</b>	<b>3316</b>
Age Distribution			
Highest %	24.8% (31-40)	18.6% (40-49)	19.3% (18-21)
2nd Highest %	22.0% (20-25)	18.0% (18-21)	19.0% (40-49)
Residence			
Baltimore County	83.3%	77.5%	77.7%
Baltimore City	12.2%	14.6%	16.1%
High School Attended			
Dundalk	18.1%	14.1%	13.7%
Patapsco	11.3%	10.5%	9.5%
Patterson	7.8%	6.2%	6.6%
Sparrows Point	7.8%	5.8%	5.3%
Other (In Maryland)	25.2%	24.8%	20.9%
Other (Out of MD)	10.4%	12.9%	10.0%
GED	5.4%	7.23%	9.8%
Race			
White	90.5%	87.0%	82.3%
Black	8.4%	10.5%	14.0%

Note the large percentage of students from other parts of Maryland or other states. There has been an increase in the percentage of students coming to DCC from GED programs. Also interesting is the age distribution; students in their 40s are a significant group at the Community College. The minority population has increased steadily over the years.

Other interesting facts are that, from 1991 to 1996, significant increases (25% or more) were shown in the following fields of study: Child Development (33%), Industrial Electricity/Electronics Maintenance Technology (34%), and Industrial Technology (119%). The latter two fields were heavily impacted by growth in contract programs with Dundalk- Edgemere manufacturers and other employers like Bethlehem Steel. With many adults also attending the College as individuals to acquire or enhance job skills, the importance of the College's adult job training programs is apparent. The College also makes a major contribution to train workers and potential workers in high technology fields of study like Computer Science, which has been identified by Maryland employers as an area in which the supply of qualified workers falls short of statewide needs.

Most of the student body has historically enrolled as part-timers (under 12 credits), and more students have attended during the evening than during the day. However, that proportion has shifted. In 1990, the percentage of evening students was 56%; by 1996, it had fallen to 45% (with 38% attending during the day and 17% coming to classes in both the daytime and the evenings).

#### **Parochial Schools**

Three parochial schools serve residents of the GDA. The Sacred Heart and St. Rita schools each have enrollments for kindergarten through grade eight. The Our Lady of Hope/St. Luke School offers a program for pre-school through the eighth grade.

#### **Day Care Centers**

Twenty-five licensed day care centers serve 1,038 children in the GDA. (This figure does not include licensed and unlicensed day care homes that can serve up to eight children each.)

Nineteen of the centers are found in zip code 21222; four are in 21224; and two are located in zip code 21219.

### **COMMITTEE RECOMMENDATIONS**

#### **Develop more successful students.**

##### **Retain Experienced and Qualified Professional Kindergarten through Twelfth-Grade Teachers in the Area.**

The single most important issue in providing a quality education for the children in the greater Dundalk area identified by the Education Committee is providing a consistent group of experienced faculty members in the various public schools. Because the southeast area ranks third in the county in the percentage of teachers with fewer than three years of experience, and higher than the county average in several schools, steps should be taken to improve this situation.

Various incentives could be offered to attract and retain excellent teachers and administrative staff. The school system had considered offering stipends to teachers who make commitments to teach in certain schools in the GDA. This recommendation could be modified to offer the stipends to experienced teachers who agree to stay rather than to new

teachers. The school system or individual principals might also consider stipends for teacher travel expenses, additional professional development opportunities, or an increased number of teachers' aides or volunteers in classrooms. Area businesses could investigate contributing to travel stipends, providing equipment and supplies to schools, or offering coupons for reduced prices or lower housing rents to teachers. Citizen groups could spearhead identifying classroom volunteers, providing welcome packets, arranging tours of the community, and holding appreciation dinners for teachers. Collaboration is an important theme, and the existing Education Committee could expand and continue as a forum to explore these and other incentives.

**Prepare children entering school by exploring ways to offer Maryland State-certified pre-K and kindergarten programs in daycare centers.**

An increasing number of schools offer full-time kindergarten programs; however, not all schools are able to provide full-time kindergarten. Many children are transported from private day care centers to public schools for their kindergarten programs. Day care centers may be able to incorporate the certified 2 ½-hour component of the MSDE-approved program into their full-day programs at less cost and with increased stability for the children. However, in order to meet the requirements for Maryland State certification, day care centers must hire teachers with bachelor's degrees. Since the centers typically cannot pay rates comparable to those of the school system, it is difficult to retain these teachers.

**Establish a pilot project to determine the feasibility of a joint remedial (developmental) education program with the southeast area office of the Baltimore County Public Schools (BCPS) and The Community College of Baltimore County, Dundalk Campus (CCBC: Dundalk).**

Approximately 15% of the course enrollments at the Community College campus in Dundalk in the Spring of 1998 were for developmental (remedial) courses. Many of the students enrolled in these courses had previously received remediation efforts in public schools. There is a need to increase the efficiency and effectiveness of all pre-K through 12 and community college remedial efforts. Earlier intervention and increased effectiveness will eliminate duplication of these efforts.

A pilot study would select one elementary school, one middle school, one high school, and one technical school in the Dundalk-Edgemere area to participate with CCBC: Dundalk. These schools would identify students who are functioning below grade level in mathematics, reading, and English. They will jointly offer remedial courses at all levels and develop and offer instruction and activities to increase student self-esteem and belief in future potential. Organization models will be developed to evaluate options to join the resources of the southeast area schools and CCBC: Dundalk. The efficacy of that combination will also be evaluated.

Factors to be considered in evaluating the program include the number of students identified at all levels, the total cost of providing developmental education services in pilot study schools and CCBC: Dundalk, and the number of students identified by CCBC: Dundalk placement tests for its developmental courses.



**Arrange a joint program between day care centers and the North Point Library to bring pre-schoolers and their parents to the library on a regular basis.**

One aspect of a child's success in school is learning to read. Being read to is an important way to prepare children to enjoy and succeed at reading. Some children come from homes where the parents do not take the time to read to them or do not understand the value of this practice.

The North Point library, in cooperation with two day care centers in the area (Creative Learning Center and CCBC: Dundalk's Early Learning Center), has initiated a program to bring parents and pre-schoolers into the library to introduce parents to the resources of the library and to the value and techniques of reading to preschoolers. This project supports the Baltimore County Public School system's efforts to increase the school and reading readiness skills of preschoolers by incorporating recommendations from "Ready or Not... Young Children in Baltimore County," BCPS's plan for achieving the "Ready at Five" goals for preschoolers.

This project was successfully piloted for one evening in May of 1998. To increase the readiness of preschoolers to learn and to strengthen the capability of their parents to guide their intellectual development, the project should become available to all day care centers in the area.

**Develop awareness of career and educational opportunities for students of all ages.**

**Encourage business and industry and school cooperation for career awareness, exploration and preparation for all students and teachers.**

A career awareness and exploration program for students must focus on kindergarten through graduation from college. Educators, employers, parents, students, and other community leaders need to work together to improve curriculum, expand career development, and provide opportunities for students to explore career interests—helping students to make informed choices about academics, career paths, and further education.

Business/industry and the education communities must work to expose students to career and further education opportunities in order to promote higher levels of achievement by making learning meaningful to students.

Students need to experience rigorous and challenging classroom instruction linked to relevant, structured, real-world work experiences such as internships, shadowing, and mentoring. Students learn from business and industry leaders what is expected from them in the workforce and see how classroom learning applies directly to the world; in short, students leave school better prepared for and more focused on their choices for further education and employment.

Teachers also need opportunities for internships, shadowing, and mentoring experiences with business/industry partners to be current and informed about the rapid changes in the workplace.

CCBC: Dundalk has been working with the public schools on a Careers Connection program to determine strategies for encouraging high school students to attend community college rather than end their education with high school diplomas.

The whole community must participate in educating tomorrow's citizens. This cooperation allows employers to help develop and educate their future workforce and educators to engage their communities in enabling every student to succeed.

**Conduct a needs assessment to provide direction for the development of CCBC: Dundalk's programs which will prepare students for employment, job transfer, or further education.**

Given the history of Baltimore County's three community colleges as being separate, uncoordinated entities, new program development has not always matched educational and training needs in the county. With the ongoing merger of the three colleges into one college system with three campuses, a formal assessment of Baltimore County educational and training needs is essential in order to provide a strong basis for future program development.

Especially important is an examination of training in the manufacturing field and the environmental science programs offered by the community college system. Because the waterfront is a focus of this plan, cooperation among the Sparrows Point High School Environmental Science program, economic development and environmental agendas, and CCBC: Dundalk is a crucial factor in the success of the greater Dundalk communities.

**Continue to explore possible cooperation among the North Point Library, area high schools, and CCBC: Dundalk to provide volunteer assistance in the Library's Computer Center.**

To ensure that all Dundalk area residents are introduced to and receive help using computers and the Internet, the Baltimore County Public Library, CCBC: Dundalk, and area high schools will partner to provide assistance to library customers using the North Point Library's Microsoft-funded "Computer Center." Students will receive course or service learning credit for assisting customers who are learning basic computer and Internet searching skills.

## **C. Environment**

One of the key issues for the GDA is the future of its waterfront. Improved water quality coupled with better access promotes the waterfront as an important economic and recreational asset for the GDA. Consequently, the environmental recommendations focus on the protection and enhancement of the natural resources in the GDA, as well as increasing public awareness of the importance and benefits of these resources through increased access and educational opportunities.

### **Background**

The GDA contains diverse land uses, including residential, water-dependent, mixed commercial, and heavy industry. Each of these uses has its own environmental challenges. Many old manufacturing sites exist in the GDA, some abandoned, others operational. These sites, most of

which predate any environmental regulations, present significant challenges in terms of chemical contamination of ground and surface waters and their proximity to the local tributaries to the Chesapeake Bay. The recent brownfields legislation was enacted for such sites. The high density of housing in the GDA puts additional pressure on the environment. This density contributes to vehicular and other emissions, adding to air quality issues and ongoing degradation of water quality and loss of habitat. Improperly run marinas contribute to the deterioration of water quality and fisheries habitats by eradicating submerged aquatic vegetation (SAV) beds, contaminating Bay waters with boat-maintenance chemicals, and increasing turbidity (the amount of sediment suspended in the water) due to excessive boat traffic in shallow creeks. To meet these environmental challenges, the Dundalk Plan shares the land use goals outlined in the Eastern Baltimore County Revitalization Strategy to protect natural environs, improve the quality of new development, and encourage appropriate redevelopment.

#### **Initiatives from Baltimore County's Department of Environmental Protection & Resource Management (DEPRM)**

DEPRM has many established cooperative partnerships that should be recognized in the creation and implementation of the Dundalk Community Conservation Plan. Baltimore County, the State of Maryland, and the U.S. Government have interests and regulatory obligations involving land use and air and water quality and work regularly with the U.S. Army Corps of Engineers, Maryland Department of the Environment, and the U.S. Environmental Protection Agency (EPA). Navigational and dredging issues are cases in point regarding the necessity for inter-jurisdictional cooperation.

In compliance with the EPA's National Pollutant Discharge Elimination System (NPDES) permit, DEPRM is responsible for plans to manage watershed water quality. It now focuses on entire watersheds versus points where water empties in the Bay. The Back River Plan was completed in 1997; the Baltimore Harbor Plan will begin in 1999. These consultant-produced plans involve monitoring storm water run-off quantity and quality and assessments of stream stability. Land-use decisions and restoration efforts in the GDA will benefit from the results of the Back River and Baltimore Harbor plans.

DEPRM also implements the Chesapeake Bay Critical Area (CBCA) Program. The intent of the CBCA Regulations is to maintain and enhance the water quality and habitat near the county's shoreline, 64 miles of which are in the GDA. DEPRM continues to streamline these regulations to make them more applicant-friendly. Other DEPRM programs also monitor and work to improve water and air quality. Some of these are described in Appendix G.

Citizen involvement is also important in maintaining or improving water and air quality. Various environmental programs, such as local greening committees and the DEPRM-sponsored 100 Points of Stream Monitoring, are conducted by volunteers. Furthermore, lifestyle changes, such as minimizing fertilizer and chemical lawn applications and obeying ozone-action days, are necessary to reduce stormwater run-off pollution and improve air quality.

## **COMMITTEE RECOMMENDATIONS**

**Continue and expand DEPRM's water quality management initiatives to improve water quality and fisheries in the Chesapeake Bay waters adjacent to Dundalk's shores. Citizens can support these initiatives by taking these actions:**

- **As funding is available, support the continuing efforts at retrofitting existing storm drains in order to provide water quality management of polluted runoff, thus improving the quality of receiving waters.**
- **Vote for bond issues regarding county funding of such projects.**
- **Educate other residents and local businesses about the importance of these water quality management initiatives, as well as voluntary compliance with CBCA regulations and other environmental regulations.**
- **Urge local newspapers to print local water quality data from DEPRM or other government agencies. Such data would likely demonstrate both the effectiveness of DEPRM's water quality improvement projects and the value of environmental regulations.**

In addition, as funding is available, DEPRM could provide more internship opportunities and greater environmental educational services to local schools and colleges.

### **Improve air quality.**

**Continue monitoring air quality at stations in the GDA.**

The Maryland Department of the Environment (MDE) should perform an assessment of their air quality stations in Dundalk, specifically as they measure particulate matter. It is important that the air quality protection capacity of MDE and/or DEPRM be expanded.

### **Increase public awareness of public access points to the Bay along Dundalk's shoreline.**

**Develop bike routes to connect various parks in the GDA.**

Baltimore County should work with the community to identify bike routes.

**Market the waterfront.**

Community leaders and local businesses should implement a marketing effort to promote the waterfront. See the Economic Development Committee's recommendations for details.

**Evaluate water access to existing waterfront parks.**

**Coordinate the many environmental efforts taking place in the GDA. Consider forming a Waterway Association to coordinate environmental initiatives in the GDA.**

**Rejuvenate the Greening of Dundalk Committee and support a broader Greening of Patapsco effort.**

DEPRM is involved in a number of reforestation projects to stabilize the shoreline. The Baltimore County Forestry Board and the Maryland Department of Natural Resources (DNR) Forest Service, in cooperation with DEPRM, developed the Schoolyard Reforestation/ Wildlife Habitat Program. General John Stricker Middle School was one of the first schools to use this program. Participation by the agencies, teachers, students, and parents has reforested several hundred feet of stream buffer. Hopefully, this project and others like it will serve as demonstration projects for the Dundalk Community Conservation Plan and will invigorate the Greening of Patapsco Peninsula effort. The community should find ways to locate volunteers and generate support for these projects.

The Horticulture program at the CCBC: Dundalk is planning to install plantings around the perimeter of the campus as a training component of the program. The tentative title of this project, once it is completed, is the Chesapeake Arboretum. This project that should draw visitors to the area and spotlight the outstanding programs and facilities at the community college.

**D. Housing**

Baltimore County's Consolidated Plan, 1996 - 2000, which is submitted to the U.S. Department of Housing and Urban Development (HUD) yearly, lays out the county's goals and strategies for housing and community development. This community conservation plan for the GDA discusses a number of issues that are addressed in various sections of the Consolidated Plan. Some of the goals from the plan that impact issues of concern to the Housing Committee are as follows.

- Maintain and preserve the quality of housing stock in Community Conservation Areas.
- Stabilize and revitalize the county's older communities through the rehabilitation of the existing housing stock and the creation and expansion of homeownership so that the county's homeownership rate equals the national average.
- Strengthen the county's inspection and enforcement procedures to better ensure compliance with all laws, regulations, and development and zoning decisions.
- Improve the conditions and quality of life for residents in targeted multi-family housing developments.
- Implement the land use and zoning policies set out in the 1989-2000 Baltimore County Master Plan.

Greater Dundalk is fortunate to have a variety of housing types and prices and a rate of home ownership that is higher than the county average. While the neighborhoods of Greater Dundalk are established along tree-lined streets, the area is replete with World War II and older-era housing developments. These communities were built with very high density, especially compared to new developments in other areas. A number of solid, middle class residents from the GDA seeking newer homes on larger lots move out of the area into newer housing built in outlying neighborhoods. In order to keep homeowners in the GDA and attract new buyers,

county government should continue to spearhead efforts to promote home ownership throughout the GDA; to stabilize large rental complexes; and to aggressively enforce housing, health, and zoning codes.

## **COMMITTEE RECOMMENDATIONS**

### **Encourage home ownership and residential stability in the Greater Dundalk Area.**

#### **Develop a marketing campaign to encourage home ownership in the area.**

The Greater Dundalk community has been a viable neighborhood for over a century. A variety of housing types and prices make this community open to families looking for starter homes in established neighborhoods, as well as families requiring larger homes convenient to downtown, the Beltway, or I-95. A private sector marketing campaign should be designed in coordination with area Realtors, businesses, and community leaders. Such a program would highlight the historic, convenient, and water-oriented neighborhoods within this area.

#### **Continue monitoring the county's Settlement Expense Loan Program first-time homebuyer program currently underway through the Office of Community Conservation.**

From January 1, 1995 to March 31, 1999, over \$1,200,000 was allocated to support over 260 loans in the GDA through the county's Settlement Expense Loan Program (SELP). The Eastern Baltimore Area Chamber of Commerce has facilitated this program and the education components that accompany them. The SELP program should continue as a means of attracting new families to the area.

### **Develop county housing policies and educational programs that promote healthy neighborhoods.**

#### **Work in partnership with community groups to develop policies.**

Maintaining a stable housing stock is perhaps one of the most difficult issues confronting communities. Neighbors often fear that problems will be compounded by government-funded housing initiatives.

Communities are sometimes faced with the many problems resulting from deteriorating housing complexes that may be located within their neighborhoods. In order to solve this problem in a constructive way, Baltimore County should continue to develop housing policies in cooperation with community groups that focus on retaining neighborhood standards and creating or retaining housing that meets the needs of the community.

Community leaders should be educated on the many types of home ownership financing available, as well as model programs that have enhanced neighborhoods. This strategy would allow residents to be more proactive in protecting their biggest investments--their homes.

**Revise the eviction process to allow for the swifter eviction of problem tenants.**

Nuisance properties affect neighborhoods in many ways. Some irresponsible tenants commit crimes and create other problems. While landlords need to be vigilant about their rental properties and screen tenants properly, tenants should also be expected to uphold neighborhood standards. The eviction process to remove problem tenants needs to be swifter and easier.

**Develop training programs that stress best management practices and target them to troubled apartment complexes and to small investors.**

In many neighborhoods throughout the county, rental property managers of large apartment complexes are trained about regulation changes and screening practices that ensure safe neighborhoods. However, every neighborhood has at least one rental property that deteriorates, thus affecting the neighboring housing. Training should be developed and promoted to all apartment complex owners and small investors, on subjects such as screening procedures (including criminal background checks), zoning laws and code regulations, and the eviction process to ensure that rental properties will not have a detrimental effect on the entire community.

**Strengthen code enforcement.**

**Conduct annual inspections of the building exteriors and common areas of apartment complexes.**

Code enforcement is "complaint-driven," meaning that the Code Enforcement Office must receive a complaint before an inspector acts upon it. A more proactive stance would help to ensure well-maintained apartment buildings and/or common areas. Landlords are required to maintain the exterior common areas in apartment complexes, but do not always keep these areas attractive. Annual inspections would encourage proper maintenance and prevent future code violations. More frequent inspections should take place on properties for which the Baltimore County Division of Code Inspections and Enforcement receives frequent complaints of violations.

**Continue to conduct publicized, comprehensive, periodic sweeps in certain neighborhoods, using established published criteria to target specific issues.**

Open and egregious zoning violations have an adverse impact on every neighborhood. The Baltimore County Division of Code Inspections and Enforcement should implement sweeps to target specific issues, such as junked (unlicensed) cars, high grass/weeds, and unsecured vacant housing. Sweeps should be used to gain compliance when many visible zoning violations detract from the neighborhood's quality of life. However, these sweeps should not be used to cite minor violations, potentially stifling community involvement.

In addition, the code enforcement office should review its policy prohibiting anonymous telephone complaints; health violations are currently reported in this manner. This policy would allow citizens to assist in the clean up of their own neighborhoods without the worry of possible retribution.

**Coordinate the education of residents and businesses about zoning regulations through community associations, and promote citizen compliance.**

Often citizens do not know they are violating zoning laws; in many instances, a letter from the local association may bring compliance without a formal citation. The Community Code Enforcement Guidebook, available through the code enforcement division, is a helpful guide.

**Evaluate the effectiveness of budgeting funds for selective razing of buildings considered to be blights in communities.**

Government funds could be set aside to demolish derelict buildings and those no longer useful in the community. Properties should be unencumbered so that they can be redeveloped in positive ways for the community.